CSS-EU

CHANGE SHAPING

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CSS-EU
CHANGE SHAPING SCHOOLS

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ALL GROW

O4.1 Refined - PILOT IMPLEMENTATION PLAN

1. EXECUTIVE SUMMARY

ChangeShaping Schools (CSS-EU) aspires to scale up a thoroughly researched, evidenced based educational model that resulted through an empirical study involving teachers, students, and researchers in schools in Europe. Specifically, ChangeShaping Schools wishes to become the gateway project for diffusing "Social Innovation Education" (SIE) in Europe as a comprehensive inclusive educational model for empowering and preparing students for tomorrow's world.

The innovative and inclusive aspect of SIE was the reason that this model won the funding contract from the EC's H2020 programme four years ago and enabled researchers and experts to collaborate and enforce the scientific base of the specific educational model. Now, having a solid scientific and empirical foundation, we aim with this project to diffuse SIE in Europe, transfer it to different EU countries such as Croatia, Cyprus, Romania, and Serbia to empower more schools to shape the much-needed changes in both education and society.

CSS-EU aims to:

- Empower teachers of primary and secondary education and reinforce their professional development opportunities by being trained in the innovative learning methods and teaching practices that are incorporated in the SIE model.
- Harness students social and civic competences by fostering knowledge, understanding and ownership of values and fundamental rights.
- Foster a democratic and inclusive culture within schools which values diversity and allows space for dialogue and discussion by actively engaging all members of the community in a process where students are at the center of decision making.
- Establish and maintain cross-sectoral alliances and stronger cooperation between a wide range of actors (educational institutions and learning providers, public authorities, stakeholder, and civil society organizations) in the field of inclusive learning.

The aim of the current deliverable is to describe the ChangeShaping Schools pilot implementation plan (4.1). It describes the processes to be followed with respect to the implementation of the SIE model in schools.. More specifically, it will describe the workflow, timeline, and key considerations to bear in mind for the design and implementation of the pilots in the different schools and provide information on the support structure in place to assist and meet the needs of piloting schools. This is the second iteration of this plan, based on the pilot implementation in participating countries and besides the English version of the documents, we will also have country-based translations.

2. OVERVIEW

This guide is created with the goal of providing access to the essential information, tools, and resources necessary for the implementation of the SIE model in schools. It is aimed to be used primarily by teachers, schools and other key actors involved in the piloting phase of the CSS-EU project. However, this document should not be read in isolation. In fact, it is part of a comprehensive package of tools and methodologies for applying Social Innovation Education.

Key insights derived from *the WP2 Contextual Analysis and SIE Support Tools* as well as *WP3 SIE Teacher Training Academy* specifically *O2.4 CSS-EU - Activities Bank, O2.3 CSS-EU SIE Handbook, O2.2 Guide -Introduction to the co-creation process*, have informed and inspired the design of this guide. Special efforts have also been made to ensure alignment with the following outputs *O4.2 Pilot Implementation Report* and *O4.3 Evaluation Report.*

This is the first iteration of this plan which will be refined in M24 of the project, and it aims to:

- Chapter 3. Clarify the structure and the workflow during pilot implementation
- Chapter 4. Present the timeline of activities
- Chapter 5. Present and clarify communication channels and support mechanisms for teachers and schools
- Chapter 6. Key considerations and recommendations for implementing the pilots
- Chapter 7. Provide access to key templates and documents needed during the implementation to effectively run the activities and document the activities and impact created

3. STRUCTURE AND WORKFLOW

3.1 Objectives

CSS-EU aims to diffuse SIE in Europe using the solid scientific and empirical foundation Nemesis gave us, predecessor H2020 project, and transfer it to different EU countries to empower more schools to shape the much-needed changes in both education and society. To achieve these objectives, we have planned to conduct two pilots/iterations across 20 schools from Croatia, Cyprus, Romania, and Serbia. The pilots will allow country ambassadors, teachers, and schools to test and assess the effectiveness of Social Innovation Education. As we learned from **O2.1 Contextual Report**, Social Innovation Education is in its infancy and a lot of work needs to take place to build awareness, capacity as well as create means for sustainably integrating it in the school curriculum.

As we learned from the contextual analysis "*without a thorough implementation, SIE risks being applied superficially, losing its momentum, and failing to engage with key stakeholders. Since each country's context is different, the implementation of SIE needs to take into consideration national context and priorities*." We have been taking these recommendations into account when building all project output and in this case specifically in building the pilot implementation plan. This plan gives clear recommendations as well as space for adaptation and adjustment to local contexts. The piloting format gives us the space for exploration, learning how to adapt the SIE model in different contexts in a cost-effective, adaptable and risk management manner taking into consideration the VUCA (Volatility, Uncertainty, Complexity and Ambiguity) of each country. At the end the pilot will help us:

- Validate some of our initial assumptions regarding scaling SIE in different contexts
- Collect information to evaluate and monitor the impact SIE has in Croatian, Cypriot, Romanian, and Serbian schools
- Collect feedback and testimonials from teachers and students based on their pilot experience
- Identify opportunities for improvement both in terms of content and structure of SIE
- Prepare recommendations for successful scaling of SIE in other contexts across Europe

In this pilot we expect to have over 20 schools (5 from each country) and from each school a minimum of 5 teachers. This cluster of teachers was formed by country ambassadors who took into consideration the diversity and representativeness of this sample. The pilot is estimated to last for approximately 12 months in between M11 and M23 of the project. In month 23 (M23) we will prepare a refinement of the plan based on comments received from participants and a second iteration will take place from M23 to M34. The longer period for implementation gives schools the possibility to better organize themselves and conduct the activities as they see fit based on the existing school schedule.

This plan will provide educators, teachers, schools, and others who are implementing SIE with a clear road map for making the implementation feasible, viable and effective.

3.2 Social Innovation Education model

In a few words, SIE is where young people lead projects decided on through co-creation with adults from school and the community to address social and environmental issues that are important to them. This experiential process gives young people the motivation, mindset, and competences to make society fairer, now and in the future.

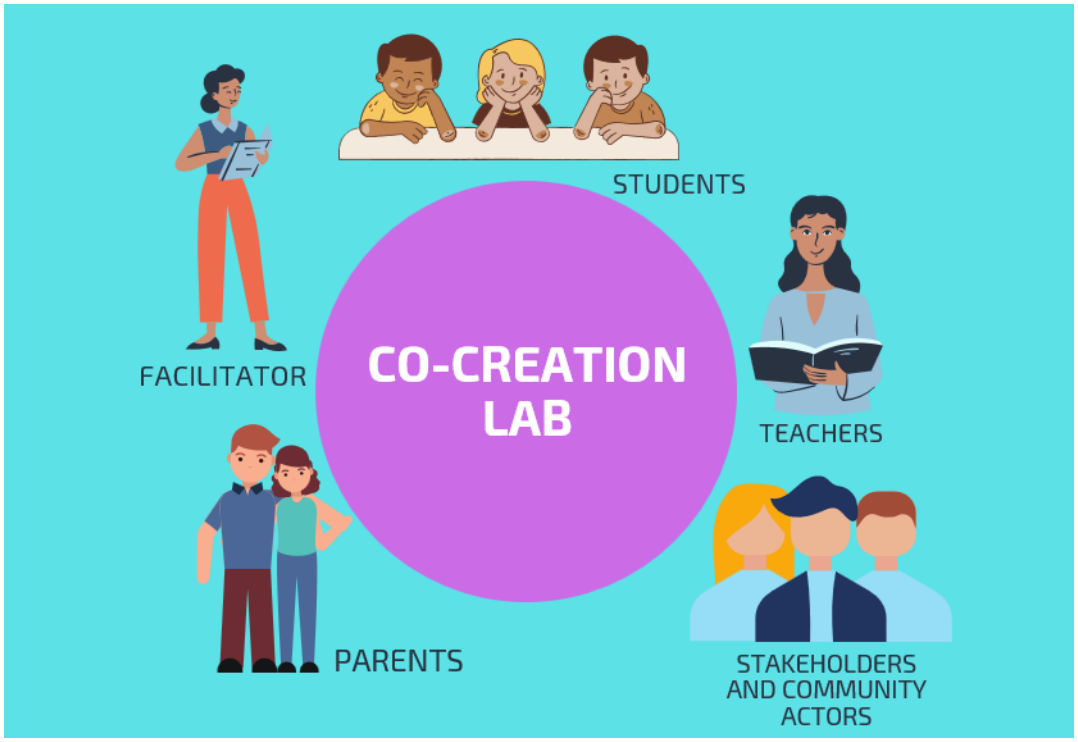
Regarding the suggested educational model and its powerful effect in "enhancing the acquisition of social and civic competences, fostering knowledge, understanding and ownership of values and fundamental rights", it should be highlighted that:

> *"SIE introduces a collective and collaborative learning process for the empowerment and socio/political activation of students to drive positive social change. Through this process, students develop a set of social and civic related competences that enable them to: i) identify opportunities for social value creation, ii) to form collaborations and build social relationships and iii) take innovative action for more democratic and sustainable societies".*

Through the upscaling of the SIE model, we seek to contribute further to educational policy reform highlighting its empowering and transformative power that improves the individual and collective capabilities of people, builds new inclusive relations, and produces collective outcomes and social value.

3.3 Co-creation Labs

Co-creation labs bring together various stakeholders such as teachers, students, parents, social innovators, and local community stakeholders (i.e., local businesses and authorities, public agencies etc.) to encourage a multi-actor perspective and process. They all participate equally in the co-creation activities. However, the role of the teacher is crucial, since they may act as the facilitators of the co-creation labs and possibly to some external stakeholders, such as social innovators, who may act as mentors and fire starters for students.



3.4 Structure

The actual implementation is divided into two main phases. The first one is that of the **preparation**, which is addressed specifically to the **facilitator**, who needs to comprehend the whole process and then proceed to the preparation of the co-creation lab. This phase includes a **series of certain steps** that the facilitator needs to fulfill to ensure a proper implementation of the co-creation lab.

Second, the **implementation** phase is the actual phase where the co-creation starts and then proceeds through the stages, to end up with the development and deliverance of the social innovation projects. In this phase, the facilitator needs to co-ordinate and ensure that all stakeholders are participating equally and that the learning objectives will be reached. Here is the description of the process and then the two different phases in detail:

Preparation Phase

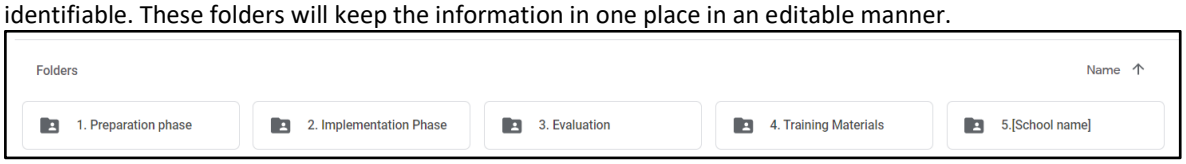
- [ ] 1. Understand Social Innovation and the co-creation lab process
- [ ] 2. Choose the students to be involved
- [ ] 3. Engage various stakeholders as participants
- [ ] 4. Arrange the logistics

Implementation phase

- [ ] Stage 1: Get to know each other and give a basic intro of SI
- [ ] Stage 2: SDGs and the importance of SI
- [ ] Stage 3: Investigation of local sustainability challenges and co-development of ideas and solutions
- [ ] Stage 4: Co-creation of the Social Innovation project
- [ ] Stage 5: Reflection and Evaluation

3.5 Co-creation folders

The google drive folders are one of the main tools used during pilot implementation. Each country will have their own folder with materials in local language, and in each folder, there are subfolders divided per scope such as 1. Preparation, 2. Implementation, 3. Evaluation, 4. Training Materials and 5. School Folders. In folders 1-4 teachers will find document templates as well as key resources to implement the project. The subfolder no 5. School Folders – each school will document their activities using the templates provided by country ambassadors as well as pictures and videos. The school folders will be named using the school name so that they are easily identifiable. These folders will keep the information in one place in an editable manner.



All the templates and documents needed for implementation are listed in the 4.4 section of this guide, but here is a list to guide the exploration of the folders.

1. Preparation Phase

- 1.1. Checklist
- 1.2. Students list and consent forms
- 1.3.Adult Stakeholders list, invitation and consent forms
- 1.4. Kickoff and monthly meeting

1. Implementation Phase

- 2.1. Checklist
- 2.2. Project planner

2. Evaluation

- 3.1 Teachers pre-evaluation
- 3.2 Students pre-evaluation
- 3.3 Teachers post-evaluation
- 3.4 Students post-evaluation
- 3.5 Parents evaluation
- 3.6 Stakeholders evaluation

3.6 Preparation Phase

Based on the steps each phase includes, we have created a series of template documents which can be found in the annexes, to support the implementation process and deployment of activities in each school while helping ambassadors monitor and find avenues to support the schools.

The goal for the preparation phase is for teachers and schools to understand the scope of SIE, what a co-creation lab is and prepare the implementation phase, where the actual co-creation will take place, by designing and developing the sustainability projects. The preparation phase includes the following steps:

Step 1: Understand Social Innovation and co-creation lab process, by reading the relevant material available (SIE Handbook and Activities Bank). This will give teachers the confidence to introduce a novel teaching approach to students and guide all participants properly to achieve the learning objectives.

Support materials:

- In the subfolder 4. **Training Materials** teachers can access are the training materials, SIE Handbook, Activities bank and Co-creation guide. This step needs to be aligned with the teacher training and country ambassadors need to ensure teachers have seen the documents and are aware where to find them if needed.
- **1.1 Checklist** (Annex 6.1.1) to ensure that teachers are keeping track of all the documents they need to fill, we have created a checklist to guide them.

Step 2: Choose the students to be involved. Students are the main target group of the co-creation lab, since they are the ones that matter most to develop skills and competences and embrace Social Innovation. It is highly recommended to adopt a whole-class approach and so include all students and not just a group of them. However, some students may need support prior to the first lab so if any implementation stages seem tricky, they can be included in the preparation phase (see below in the implementation phase).

Support materials:

- **1.2 Student list** (Annex 6.1.2) Students will be identified using names and a code system to protect their identity. This list will be filled in by teachers and a coded copy of it will be sent to country ambassadors. This activity will happen after the school kick off meeting. Once the lists are completed, they will be sent to country ambassadors. This list was consolidated into one document together with the consent form to make it easier for teachers to work on the project.

Step 3: Engage various stakeholders as participants. At the heart of the co-creation lab concept lies the engagement of several stakeholders and the multiple benefits that synergy and cooperation can bring. Ideally, a co-creation lab should be a mix of school staff (teachers and support staff), students, parents, and external stakeholders (such as social innovators and local community actors). It is recommended to prepare a list of potential participants and contact them prior to the lab, to gauge their availability and willingness to join.

Support materials:

- **1.3 Stakeholders map** (Annex 6.1.3) This document will guide teachers to identify stakeholders and invite them to participate in the co-creation lab. Even if the Stakeholders map is done as part of the preparation phase, we recommend that this activity will be done periodically and reviewed during schools' monthly meetings. Teachers will upload this document to the google folders and update them periodically based on progress.
- **1.3 Invitation** (Annex 6.1.3) This is a template document to help teachers engage with external stakeholders. The document provides a common language across countries, and it leaves space for adaptation based on each context. This invitation is optional and was compiled into one document together with the stakeholders map, invitation and consent form.

Step 4: Arrange the logistics. The co-creation lab process can be a long process with several meetings. Therefore, the facilitator should arrange in advance the appropriate dates and place where co-creation lab participants will meet. Sessions can take place in a school classroom, a community setting, a local club, or even online.

Support materials:

- **Consent forms** (Annex 6.1.2 and 6.1.3) need to be completed by all adults who will participate in the co-creation lab as well as for all minors who are part of the process. The consent forms will be collected by teachers and sent to country ambassadors. In this template we have one consent form for adults

and another one for minors. These documents will be sent to the country ambassadors who will store the hard copies. These documents were added to the students list and stakeholders map in order to reduce the number of documents and make the process simpler for teachers.

- **1.4 Kick off and monthly meeting** (Annex 6.1.4) this is one of the most important activities as part of the preparation phase. We recommend that this meeting will take place between the participating teachers and include the school director. We had created a preset agenda, but the goal of the meeting is to get the school team organized, determine who will participate in activities, when activities will take place and what needs to happen for the project to be successful. Once finished a record of this meeting will be uploaded in the school folder. These documents also included the monthly meetings from the implementation forms to keep the process simpler and reduce the number of documents.

All the support materials will be translated in local languages and will be found in the 1. Preparation folder. A copy of each document listed will be available in the annexes.

3.7 Implementation Phase

The implementation phase is organized around two goals:

- Give teachers the tools to keep their activities organized
- Record and document progress

Therefore, during this phase, the documents will be filled in periodically for the duration of the project implementation and will not follow a specific stage, but rather the progress of the project. Each school has its own folder **5. Schools** where they will keep track of their project documents as well as any visuals materials created during the project. The folders are open so that teachers can learn and be inspired from each other.

Support materials:

- **2.1 Checklist** (Annex 6.2.1) This document will help teachers to keep track of all the documents they need to fill in as part of implementation.
- **2.2 Project Planner** (Annex 6.2.2) This document is a template which will help teachers record project progress prior to, during and after project implementation. This document will also be uploaded to the school folder so that country ambassadors can check and review progress periodically.

All the support materials will be translated in local languages and will be found in the 2. Implementation folder. A copy of each document listed will be available in the annexes.

The different stages of the implementation phase are:

Stage 1: Get to know each other and give a basic intro of SI. The first and introductory stage of the co-creation labs aims at allowing participants to get to know each other and become comfortable to be fully engaged in the process. Additionally, it allows participants to understand the wider philosophy, scope and practical application of Social Innovation Education.

Stage 2: SDGs and the importance of SI. The second stage aims at giving the methodology and the context of sustainability challenges to the participants, thus enabling them to understand the importance of Sustainable Development and Social Innovation.

Stage 3: Investigation of local sustainability challenges and co-development of ideas and solutions. In this stage participants will enter the core of the co-creation process, since they will be engaged in the co-developing of ideas and solutions about real-life local sustainability problems. A key concept that will be introduced in this stage is that of 'Empathy', a core value of the SIE philosophy. Participants of the co-creation lab and particularly students should adopt the approach of empathy, for being able to care and help others and the environment.

Stage 4: Co-creation of the Social Innovation project. This is the stage where participants will turn their ideas into practice, by co-designing and carrying out social enterprises, real-life projects, or community campaigns.

Stage 5: Reflection and Evaluation. The final stage of the co-creation lab is the reflective section and has a two-fold scope. First, it will allow participants to reflect upon their experience and analyze how and in what ways this

process changes them. Second, the feedback from participants will allow the facilitator and project partners to evaluate the impact that the co-creation lab had on participants.

3.8 Evaluation

The evaluation process aims to assess the learning that has occurred for the different target groups throughout their interaction with the SIE model. More specifically, the evaluation will investigate whether the three principles of the SIE model (student at the center, co-creation and transformative social action) have been effective in increasing students' engagement level, students' social and civic competence level as well as the effectiveness of the whole educational model to empower school leaders, teachers, students and everyone involved to think differently (mindset, attitude, behavior wise) and thus be able in the long run to transform their schools into innovative learning communities promoting common values and focusing on social impact.

To this end, the tool to be used is questionnaires and the evaluation process is divided into two phases, i.e., pre and post evaluation.

Pre-evaluation is only focused on the assessment of teachers and students, since these are the two main target groups of the project. The assessment of the engagement levels and students' competences before and after the SIE model intervention, will allow us to measure the actual level of intervention and the progress made in the development of the relevant competences for students and the level of engagement and professional development of teachers themselves.

Support materials:

- **3.1.1 Teachers' pre-evaluation** (Annex 6.3.1.1) This questionnaire will examine teachers' perception about their students' level of engagement and competences regarding SIE and also their own feedback about the SIE model and the support they had before the implementation phase.
- **3.1.2 Students' pre-evaluation** (Annex 6.3.1.2) This questionnaire will assess the SIE competencies of students before the implementation phase.

Post-evaluation will take place after the model's implementation in the schools. In this phase, the level of intervention in students and teachers will be reported. In addition, all other stakeholders involved (parents, external stakeholders) will also assess the model itself and the level of their participation and engagement shall also be evaluated.

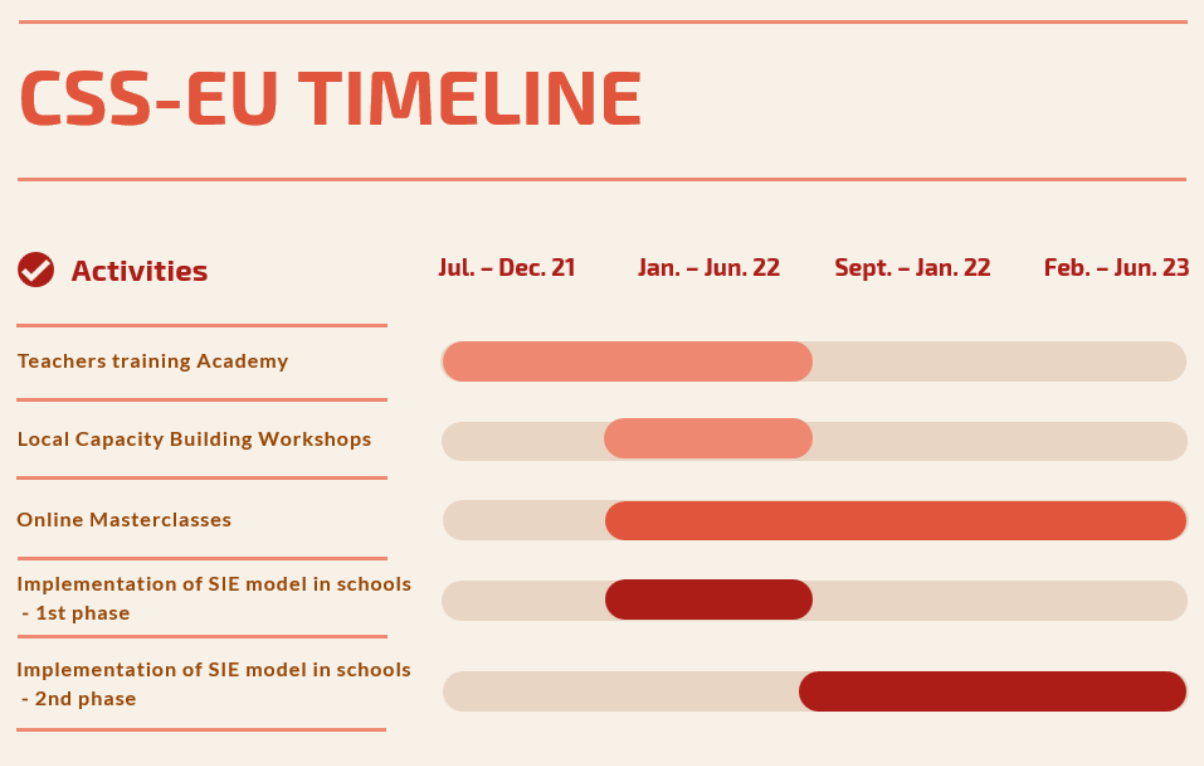
Support materials:

- **3.2.1 Teachers' post-evaluation** (Annex 6.3.2.1) This questionnaire will assess teachers' perception about their students' level of engagement and competences regarding SIE and also their own feedback about the SIE model and the support they had during the whole process and especially after the implementation phase.
- **3.2.2 Students' post-evaluation** (Annex 6.3.2.2) This questionnaire will enable the students; self-assessment of the relevant SIE competences after the implementation phase.
- **3.2.3 Parents' evaluation** (Annex 6.3.2.3) This questionnaire will assess the experience of parents on the implementation of the SIE model.
- **3.2.4 External stakeholders' evaluation** (Annex 6.3.2.4) This questionnaire will assess the experience of external stakeholders (local community actors, social entrepreneurs etc.) on the implementation of the SIE model.

3.9 Timeline and activities

The Implementation of the SIE model is linked to other supportive activities, and we need to look at it in this broader context. Below we present the CSS-EU timeline as well as all activities which will involve the teachers.

The semesters are not linked to school semesters but yearly semesters, and to avoid any confusion Semester 1 refers to January - June and Semester 2 refers to July-December.



SIE teachers training Academy is the training program for the teachers that will participate in the implementation phase of the project. This capacity building program includes online webinars, a 2-day boot camp, and some face-to-face meetings. All the training conducted is also available on youtube (https://www.youtube.com/@csseuerasmusproject3408) on our channel as well as on our website in schools corner (**https://css-project.eu/schools-corner/**)

Local workshops with schools: Ambassadors in each country will organize capacity building workshops in their locality to train schools in the implementation and application of the SIE model in their settings.

The **Online Masterclasses** is a series of several webinars that will be organized at different intervals as a mechanism to introduce teachers on the different aspects of the SIE model, engage people in the discussion by sharing their views and opinions and further cultivate a co-creation atmosphere. All the masterclasses are also available to be watched on our website on Schools Corner.

The Implementation of the SIE model in schools is a process that can start the 1st Semester of 2022, but schools are flexible to decide upon the exact starting period, in collaboration with national Ambassadors.

4. SUPPORT AND ASSISTANCE

4.1 Support

In the process of pilot implementation, we foresee a set of challenges such as:

- Alignment with the curriculum
- Limited time
- Lack of confidence due to limited knowledge of SIE
- Limited organizational support
- Lack of opportunities to collaborate with others doing similar work

Even if we don't have all the answers, we have considered all these limitations and have co-designed opportunities for these challenges to be limited. Therefore, we have built support systems for you and your organization. Therefore, this educational model is flexible and takes into consideration the national curriculum. We build avenues for continuous capacity building and exchange of best practices through the Teachers Academy and the Masterclasses. In each country we have an ambassador who will help you navigate this process and adjust to your own context. Even if we had taken into consideration all this aspect, we are aware that new risks and challenges may arise, therefore we will continue to learn and adjust.

In each country we are recommending **country ambassadors** to organize monthly meetings. The goal of these meetings is to build accountability, exchange ideas and best practices between teachers, collect feedback as well as build capacity where needed. The online meetings can be followed up by individual meetings or school meetings to follow up on outstanding items. Each meeting will be guided by an agenda and a follow up email summarizing the key points. When possible we also recommend creating a presentation which will be stored in the 4. **Training materials** sub-folder. It is also important that country ambassadors record who participated in the meeting and the key points discussed.

4.2 Support partners

In this section we will present different project partners and roles to ensure transparency across different project activities as well as the main contact points for those activities. During project implementation each school will interact mainly with their country ambassador, however it is important to know that this project is made possible through the collaboration of all partners, each having an important role to play. Both Stimmuli and SEI participated in NEMESIS, and they will have an overarching role of supporting the project management, monitoring and evaluations as well as designing the content and facilitating transnational training and capacity building activities. Besides these roles CSI is also responsible for the communication and dissemination aspects and AllGrow for designing the pilot implementation.

Interaction with Project Partners and Contacts		
Project Management and Monitoring and Evaluation		
Stimmuli for Social Change	ioanna.garefi@ stimmuli.eu	theofilos.pouliopoulos@ stimmuli.eu
Teacher Training Academy and Online Master Class		
Social Enterprise International	katrina@ socialenterprise.co.uk	jen@ socialenterprise.co.uk
Country Ambassadors		

Cyprus	Croatia	Romania	Serbia
CSI – Center for Social Innovation	PAR University College	AllGrow	Kid Hub
katerina@csicy.com	nikolina.demark@par.hr	info@ allgrowconsulting.com	office@kidhub.rs
Communication and Dissemination		*Pilot Implementation*	

4.3. Communication Channels

Each country's ambassador will interact with the local schools and teachers using multiple communication channels; however, it is important to clarify which are those channels and how they will be used. Communication will be mainly in English across all partners and in Local language for implementation and local activities.

E-mail

As a rule, the email will be our main communication tool. This instrument will be used by all project partners including country ambassadors to send and receive information. Email will be also used to connect you with other communication channels such as google drive, online meeting links and others.

Phone - voice messages

This channel will be used for urgent matters or for specific clarifications. If there are urgent matters schools need to solve with country ambassadors, this can be an effective tool. It is important to follow up with an email or a written message so that the conversation and the points agreed are documented.

Group Chat

Depending on the country a WhatsApp group or other similar format could be created and used to communicate rapidly with the teachers involved in the project. This can be used to send updated reminders about meetings or links to online meetings. A similar channel can be also replicated within a school so that all teachers involved in the pilot can communicate effectively.

Social Media - Facebook

A group channel we had created is the facebook group for participating teachers where we share information about upcoming masterclasses, local updates or other internal communication. To access the facebook group please follow this link:
https://www.facebook.com/groups/300066705105926

Google drive folder

The google drive folders are one of the main tools used during implementation. Each country will have their own folder with materials in local language, and in each folder, there are subfolders divided per scope such as 1. Preparation, 2. Implementation, 3. Evaluation, 4. Training Materials and 4. School Folders. In folders 1-4 teachers will find document templates as well as key resources to implement the project, including evaluations. The subfolder no 5. School Folders – each school will document their activities using the templates provided by country ambassadors as well as pictures and videos. These folders will keep the information in one place in an editable manner. The folder can be accessed here:
https://drive.google.com/drive/u/0/folders/1Usv1KK8P6AdQKzfmLimxDog39HzWCgSJ

Online meetings

As part of local meetings or master classes teachers will meet online to learn, exchange best practices, and share their own questions and experiences. Web meetings are seen as an effective means to exchange dialogue about the process and share key insights and problems as they surface in piloting locations. Conference calls involving all schools will be a great opportunity to build a sense of shared purpose and exchange knowledge across schools and countries.

Face to face meetings

Will take place between teachers in each school on a monthly basis during the school year. We recommend that all activities part of the Co-creation lab take place face to face, exceptions can be made when some partners are not at the same location or there are other restrictions such as the pandemic. At the national level, country ambassadors may arrange school visits and meetings with teachers and students.

4.4. Templates

Following the two stages of project implementation 1. Preparation 2. Implementation and 3. Evaluation we have created specific google folders with those documents which need to be filled in by each school.

Each document template is composed of two parts. Part 1. A cover page – explaining what the document is, what is the objective, what are the actions needed and who is Responsible and Accountable. Part 2. The actual template. By keeping this structure, we are ensuring that all partners have a clear understanding of what the expectations are. We are also using number coding aligned with the stages and phases. We will present below all documents which need to be reviewed and filled in during each stage of the project.

PREPARATION		
Material	**Action needed**	**Deadline**
Training materials	Review	Ongoing
SIE Handbook	Review	Ongoing
Co-Creation Guide	Review	Ongoing
SIE Activity Bank	Review	Ongoing
1.2 Students List and consent forms	Complete and send to Ambassador	First month after project started
1.3 Stakeholders Map, Invitation and consent forms	Complete and send to Ambassador	First month after project start date and updates regularly
1.4 Kickoff and monthly meetings	Conduct meeting complete forms	Ongoing

IMPLEMENTATION		
Material	**Action needed**	**Deadline**
2.2 Organize monthly meetings	Complete and send to Ambassador	Monthly basis
2.3 Project Planner (pre)	Complete and send to Ambassador	First 3 months after project started
2.3 Project Planner (during)	Complete and send to Ambassador	Ongoing
2.3 Project Planner (post)	Complete and send to Ambassador	One month after the project ended
National meetings	Participate	Monthly basis
Training materials	Review	Ongoing

Document project	Upload pictures and videos	Ongoing
Masterclass	Participate	Ongoing

EVALUATION		
Material	**Action needed**	**Deadline**
3.1.1 Teachers' pre-evaluation	Complete and send to Ambassador	Before the first co-creation lab
3.1.2 Students' pre-evaluation	Complete and send to Ambassador	Before the first co-creation lab
3.2.1 Teachers' post-evaluation	Complete and send to Ambassador	Upon the completion of the implementation phase
3.2.2 Students' post-evaluation	Complete and send to Ambassador	Upon the completion of the implementation phase
3.2.3 Parents' evaluation	Complete and send to Ambassador	Upon the completion of the implementation phase
3.2.4 External stakeholders' evaluation	Complete and send to Ambassador	Upon the completion of the implementation phase

All templates are added in the annexes of this plan. Prior to using them in each country they will need to be translated by country ambassadors and added to the specific folders.

5. KEY CONSIDERATIONS and RECOMMENDATIONS

5.1 Assumptions and design constraints

When designing the pilot, we made few assumptions based on our experience and the information we collected during the contextual analysis O2.1, which will be clarified below.

- All schools and teachers will review project materials provided by the local ambassador.
- All teachers will participate in project activities and will be engaged.
- All teachers will have good internet connections and computer navigation commands. Teachers and schools will be able to easily navigate google folders and update them periodically.
- This is a new way of working; therefore, schools need to be supported regularly. Teachers will provide and receive feedback regularly.
- Country ambassadors will create a safe and supportive environment for teachers. When issues arise, we will address those collaboratively.
- Within a school and across the project, nationally and transnationally, teachers will support each other in a collaborative manner.
- Create templates to collect information without overwhelming the teachers. Use clear language and visually appealing materials.

5.2 Recommendations

For the project implementation to be successful the project needs to be managed closely at national level, and to do so we have recommendations about how to be implemented successfully:

a. Country ambassadors need to ensure that the **goals and objectives of the project are clearly communicated** to schools
b. Listen actively to teacher needs and **leverage the monthly teacher meetings and master classes to build capacity** and cover those areas where they could need support and training
c. Country ambassadors need to **manage the pilot closely and communicate regularly** with schools both via email as well as during the monthly meeting. This will ensure that the project is happening as planned and it will give schools a space to bring issues upfront. This will also build accountability on teachers' side.
d. Ensure that stakeholders **needs, wants and limitations are considered.**
e. Build **a space for collaboration and communication at all levels** – behave as you would like schools to behave.
f. Build **activities with sustainability in mind**, and consider printing, transportation, and other sustainability aspects.
g. When possible, **re-align the schools on the main values** and what SIE is and isn't. Also, when you see that some of SIE principles are not applied, refer to them to guide the work.
h. **Engaging with outside the school network stakeholders** might be challenging for schools, help teachers identify and think creatively of whom they can engage and if needed bring in or make recommendations for individuals. One opportunity is to engage with alumni and older students.
i. **Look into national educational priorities and emphasize how the project could be aligned** with those so that teachers can see the contribution the project has towards their existing work
j. When planning project implementation **take into consideration the school calendar and pre-established school activities.**
k. **Review the school folders periodically** and remind teachers to keep those up to date, when possible, give them feedback.
l. **Be transparent and communicate regularly** regarding the transnational aspects of the project as well as locally.
m. When possible, **build in incentives to motivate teachers**, it can be a certificate, an award or other thing teachers respond to. Consider how to **incentivize students** as well, potentially using the school reward system.
n. Have and **communicate quantifiable objectives** regularly.
o. Ensure that **school principals are engaged** and aware of the project teachers are implementing.
p. **Do not impose**, remember that this is a pilot and listen to teachers' feedback so that we can learn and improve for the next iteration.

5.3 Changes based on the first iteration

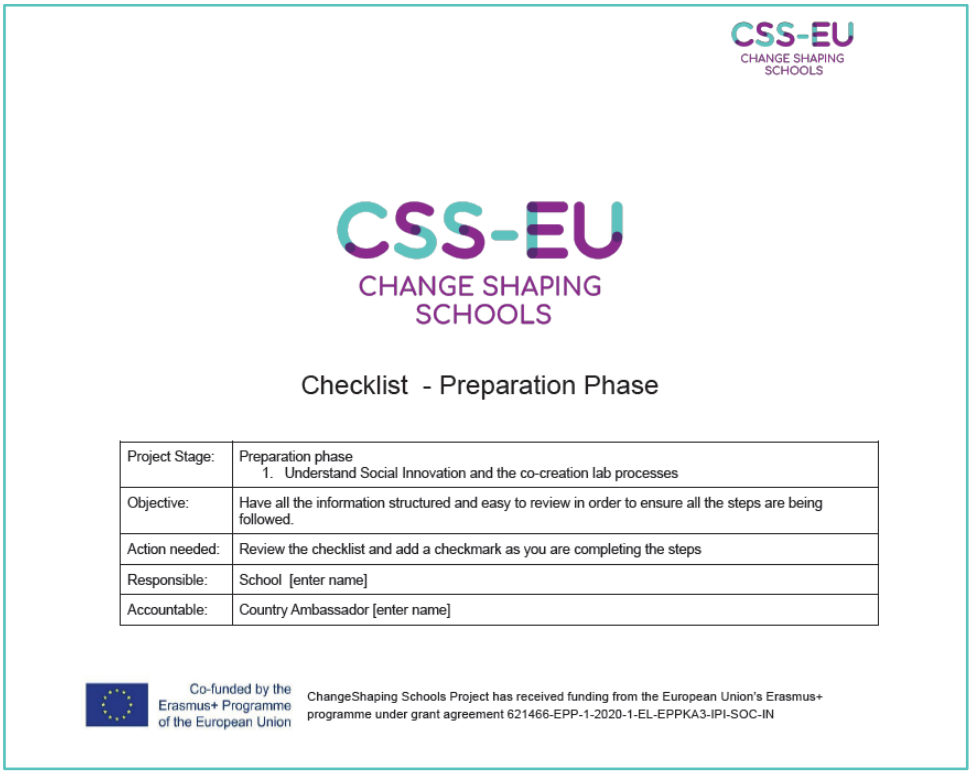
- Based on the feedback received during the first iteration we had decided to reduce the number of documents. Some documents were compiled into a single file where others were removed from schools responsibilities and added to those of the Ambassadors
- Merged
    - Students list and minor consent forms became one document Annex 6.1.2
    - Stakeholders map, invitation and consent form became one document Annex 6.1.3
    - Kick off meeting and monthly meeting became one document Annex 6.1.4
- Removed and added to ambassadors responsibilities
    - Lab Overview was removed and added to Ambassadors responsibilities
    - Stakeholders engagement plan and engagement strategy also was added to Ambassadors responsibilities
- Removed
    - Calendar - was removed since was not used by any teachers and created the impression that there are many documents to be filled

6. ANNEXES

All the documents are uploaded to Google Drive where they can be edited and translated based on project needs. The links to google drive are:

1. Preparation phase - https://drive.google.com/drive/u/0/folders/12QlYyWZHNVCJUPbvZgHVAk8UlExePFSD
2. Implementation phase – https://drive.google.com/drive/u/0/folders/1zCL8Xs8gJMfT1F3ZzHFukl_dJZ8izTkm
3. Evaluation phase – https://drive.google.com/drive/folders/1aQ21YDP8YJbzmPA2SBjQmS3qH30eBHTv

6. 1.1 Checklist



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Checklist - Preparation Phase

Project Stage:	Preparation phase 1. Understand Social Innovation and the co-creation lab processes
Objective:	Have all the information structured and easy to review in order to ensure all the steps are being followed.
Action needed:	Review the checklist and add a checkmark as you are completing the steps
Responsible:	School [enter name]
Accountable:	Country Ambassador [enter name]

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Checklist Preparation Phase

No.	Document	Action needed	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6
1	Training materials	Review	○	○	○	○	○	○
2	SIE Handbook	Review	○	○	○	○	○	○
3	Co-Creation Guide	Review	○	○	○	○	○	○
4	SIE Activity Bank	Review	○	○	○	○	○	○
5	1.2 Students List and Consent forms	Complete and send to Ambassador	○	○	○	○	○	○
6	1.3 Stakeholders List and Consent forms	Complete and send to Ambassador	○	○	○	○	○	○
7	1.4 / 2.1 Kickoff meeting	Conduct meeting complete forms	○	○	○	○	○	○

6.1.2 Student list and consent forms

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Students lists and Consent forms

Project Stage:	Preparation phase 2. Chose the students to be involved
Objective:	Have the list of all students involved in the project. The data will be used to document the implementation and evaluation of the project during the two years of piloting.
Action needed:	The code will be the first 2 letters of your country followed by the first 2 letters of your school name # sign and then add numbers in order. For Example for **Romania**, **Eminescu** school the code for the first child will look **RoEm#1**. Print and fill the list of students who will participate in the project. After filling the forms send them to the Country Ambassador [Enter name] and upload it in the school google folder. Print and collect sign consent forms from students. After collecting the forms send them to the Country Ambassador [Enter name]
Responsible:	School teachers
Accountable:	Country Ambassador [enter name]

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Students list

Country: _____
School: _____
Teacher: _____

Code:	Name of the Student	Gender (M/F/O)	Age

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Minor consent form

I _____ hereby declare that:

1. I have been informed about the Change Shaping Schools - CSS-EU project in a clear manner about the method, purpose and activities of the project. I understand that this research meets the GDPR (European data protection legislation) standard. I understand that the collected data is only processed anonymously and confidentially and can be used for scientific purposes (e.g. publications) or dissemination purposes (e.g. presentations). My questions have been answered satisfactorily.

2. I have accepted that my child will take part in the project implementation and evaluation as their personal experience will contribute much to the development and understanding of issues under study.

3. I may choose not to allow my child to participate in the project at any point in time and I will inform project partners in a written document of my decision, otherwise I agree that my child to be part of this project for the duration of the implementation until January 2024

4. The name of my child will not be published or communicated to anyone outside of the research team. Only the researchers will be able to identify me in relation to the number code and will keep my child name and code confidential.

5. Reference to my child participation will be made only by a number code. When quoted or cited, information and data provided by my child during the interview will be referenced with this number code.

6. The information my child will provide will only be used for this project and to make improvements to the project documents and advance the research in this field and study.

7. I agree to the recording of my child testimonials during the implementation as well as video or pictures which are taken during the implementation and evaluation. All the recordings and all data collected during participation will be used internally, in the context of the project, and will not be accessible to third parties. Likewise in all the reports to be developed, there will be no connection to the identity of the participants or contact information.

8. The participation of my child is entirely voluntary and I can withdraw them from the project at any time.

_____
Name of the child

_____ _____ _____
Name of the guardian Signature Date

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6.1.3 Stakeholder map, Invitation and consent form

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Adult Stakeholders List, invitation and Consent forms

Project Stage:	Preparation Phase 3. Engage various stakeholders
Objective:	Have a list of all stakeholders who can participate in the project from local authorities, to parents, social entrepreneurs, businesses and others as they see fit. As well as have a sample letter to engage with them and once they are engaged sign the consent forms.
Action needed:	*Stakeholders List:* Identify all potential partners for the project and update the list regularly. *Invitation:* Use the invitation and customize it based on the individual you need to engage with stakeholders *Consent Forms:* Print and collect sign consent forms from all adults involved (teachers, parents, local authorities, etc.). After collecting the forms send them to the Country Ambassador [Enter name]
Responsible:	School
Accountable:	School

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Identify and engage with stakeholders

1) List all the stakeholders you think might be relevant for your project.
2) Brainstorm on this list together with your teacher colleagues.
3) Review and add new stakeholders to this list as you identify them.
4) Send an invitation to those stakeholders you want to engage with
5) Complete the adult consent forms with those who agreed to become part of the project.

Name of the Stakeholder	Position/Role	Organization	Contact (phone/e mail)	How can they be involved?	Who is in touch with them?

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Invitation

[School name] represented by [director name] would like to invite you [stakeholder name and organization] to join us to become part of our Social Innovation Lab.

This project is part of ChangeShaping Schools (CSS-EU), an EU funded project, which aspires to scale up a thoroughly researched, evidenced based educational model that is implemented already, involving teachers, students, and researchers in several schools in Europe. Specifically, ChangeShaping Schools wishes to become the gateway project for diffusing "Social Innovation Education" (SIE) in Europe as a comprehensive inclusive educational model for empowering and preparing students for tomorrow's world.

What does it bring?
CSS-EU brings Social Innovation Education, which "introduces a collective and collaborative learning process for the empowerment and socio/political activation of students to drive positive social change. Through this process, students develop a set of social and civic related competences that enable them to: i) identify opportunities for social value creation, ii) to form collaborations and build social relationships and iii) take innovative action for more democratic and sustainable societies".

What does this mean in practice?
SIE is where young people lead projects decided on through co-creation with adults from school and the community to address social and environmental issues that are important to them. This experiential process gives young people the motivation, mindset and competences to make society fairer, now and in the future.

If you are interested to join please let us know by [date and how would you like to receive confirmation]

Sincerely,
[name and organization]

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Adult consent form

I _____ hereby declare that:

1. I have been informed about the Change Shaping Schools - CSS-EU project in a clear manner about the method, purpose and activities of the project. I understand that this research meets the GDPR (European data protection legislation) standard. I understand that the collected data is only processed anonymously and confidentially and can be used for scientific purposes (e.g. publications) or dissemination purposes (e.g. presentations). My questions have been answered satisfactorily.

2. I have accepted to take part in the project implementation and evaluation as my personal experience will contribute much to the development and understanding of issues under study.

3. I may choose not to participate in the project at any point in time and I will inform project partners in a written document of my decision, otherwise I agree to be part of this project for the duration of the implementation until January 2024

4. My name will not be published or communicated to anyone outside of the research team. Only the researchers will be able to identify me in relation to the number code and will keep my name and code confidential.

5. Reference to my participation will be made only by a number code. When quoted or cited, information and data provided during the interview will be referenced with this number code.

6. The information I will provide will only be used for this project and to make improvements to the project documents and advance the research in this field and study.

7. I agree to the recording of my testimonials during the implementation as well as video or pictures which are taken during the implementation and evaluation. All the recordings and all data collected during participation will be used internally, in the context of the project, and will not be accessible to third parties. Likewise in all the reports to be developed, there will be no connection to the identity of the participants or contact information.

8. My participation is entirely voluntary and I can withdraw from the project at any time.

Name of the participant	Signature	Date
_____	_____	_____

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6.1.4 Kick off meeting

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Kickoff meeting

Project Stage:	Preparation phase 4. Arrange the logistics
Objective:	Have a planning meeting when all the details of the project are discussed and the team is organized. The output of this meeting is the Lab Overview which will be sent to the Country ambassador.
Action needed:	The meeting needs to be organized by the school team and the activities of the project need to be discussed and agreed upon. Print forms as needed.
Responsible:	School [enter name]
Accountable:	Country Ambassador [enter name]

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Kickoff meeting

Attendance form				
No	**Member name**	**Institution**	**Role (teacher, students, other stakeholders)**	**Signature**
	(add rows as needed)			

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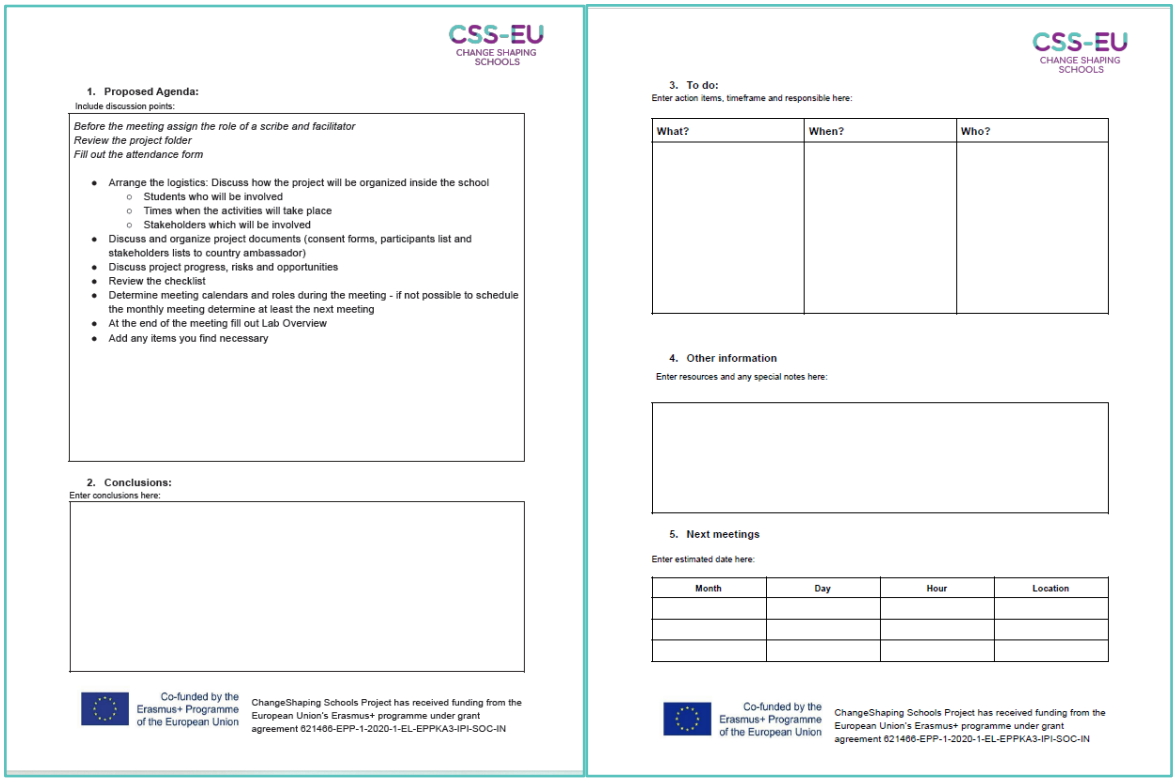

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1. **Proposed Agenda:**

Include discussion points:

Before the meeting assign the role of a scribe and facilitator
Review the project folder
Fill out the attendance form

- Arrange the logistics: Discuss how the project will be organized inside the school
  - Students who will be involved
  - Times when the activities will take place
  - Stakeholders which will be involved
- Discuss and organize project documents (consent forms, participants list and stakeholders lists to country ambassador)
- Discuss project progress, risks and opportunities
- Review the checklist
- Determine meeting calendars and roles during the meeting - if not possible to schedule the monthly meeting determine at least the next meeting
- At the end of the meeting fill out Lab Overview
- Add any items you find necessary

2. **Conclusions:**

Enter conclusions here:

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3. **To do:**

Enter action items, timeframe and responsible here:

What?	When?	Who?

4. **Other information**

Enter resources and any special notes here:

5. **Next meetings**

Enter estimated date here:

Month	Day	Hour	Location

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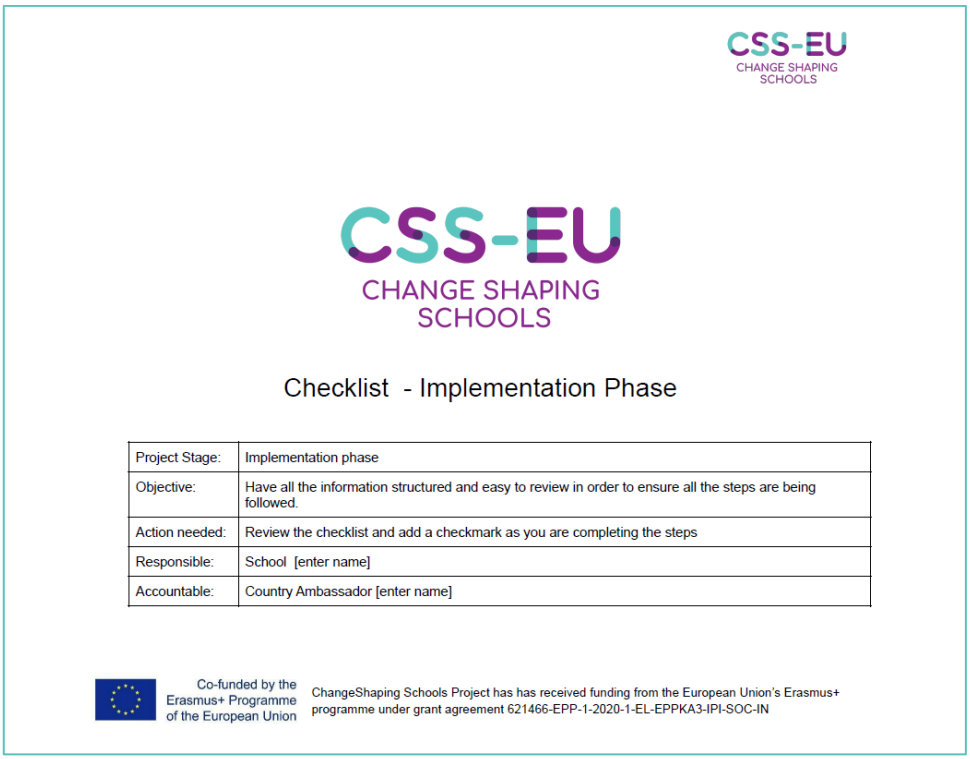
6.2.1 Checklist



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Checklist - Implementation Phase

Project Stage:	Implementation phase
Objective:	Have all the information structured and easy to review in order to ensure all the steps are being followed.
Action needed:	Review the checklist and add a checkmark as you are completing the steps
Responsible:	School [enter name]
Accountable:	Country Ambassador [enter name]

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Checklist Implementation Phase

No.	Document	Action needed	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6
1	2.2 Organize monthly meetings	Complete and send to Ambassador	☐	☐	☐	○	☐	☐
2	2.3 Project Planner (pre)	Complete and send to Ambassador	☐	○	☐	☐	☐	☐
3	2.3 Project Planner (during)	Complete and send to Ambassador	☐	☐	○	☐	☐	☐
4	2.3 Project Planner (post)	Complete and send to Ambassador	☐	☐	☐	☐	○	☐
5	National meetings	Participate	☐	☐	☐	☐	☐	☐
6	Training materials	Review	☐	☐	☐	○	☐	○
7	Document project	Upload pictures and videos	☐	○	☐	☐	☐	☐
8	Masterclass	Participate	☐	☐	☐	☐	☐	☐

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6.2.3 Project Planner

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Project Planner

Project Stage:	Implementation Phase
Objective:	Record key information for pre, during and post projects which will be relevant for the reporting, evaluation and building awareness about the project as well as it will inform the second iteration.
Action needed:	Fill out the Pre project before the project, During the implementation and Post at the end. Fill this document online or on paper and share it with your Country Ambassador as you progress.
Responsible:	School [enter name]
Accountable:	Country Ambassador [enter name]

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Project Planner

Project Details	
Project name	
School	
Contact person	
Grade / Students age	
Subject(s)	
Number of students	
Teachers	
Estimated duration	

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Pre-Project

1. Learning outcomes
What do you want students to learn?

Identify 2-3 curricular learning outcomes for each of the subjects involved.

Identify transversal skills to be taught and assessed

- ☐ Vision for a better world
- ☐ Responsible and critical thinking
- ☐ Empathy
- ☐ Self-efficacy
- ☐ Collective and creative problem solving
- ☐ Embracing diversity
- ☐ Collective efficacy
- ☐ Social resilience
- ☐ Take the leap for value creation
- ☐ Using resources wel
- ☐ Social Communication
- ☐ Reflective learning
- ☐ Collaborative planning and democratic decision making

(Note: Revisit this section once the project is over and add any unexpected learning outcomes)

2. Assessment
How will you be assessing the learning outcomes you identified

Consider formative and summative assessment

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3. Reflection Methods
How individual, team and/or whole class will reflect during/at end of project

Tick all that applies

- ☐ Journal/Learning Log
- ☐ Whole Class Discussion
- ☐ Other
- ☐ Focus Group
- ☐ Survey

4. Timeline & milestones
List key dates and important milestones for this project

(eg. check-ins, deadlines ,meetings, exhibitions)

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5. Project presentation
How you will introduce/present the project to get students and stakeholders engaged.

Insert text here

6. Stakeholders
Whom do you think would be relevant to engage with? Think of people and organizations in your community, region or country that can make a relevant contribution to the project (public authorities, local businesses, social innovators, parents, local organizations,former students, experts, NGOs, and so on)

Insert text here

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7. Resources needed
Think about the facilities, equipment and materials you may need in your project and how you will get access to them.

Insert text here

8. Showcase
How will you exhibit your lab work? Who will be the audience? When will it take place? Where?

Insert text here

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During the Project

1. **SGDs**
   Think about the SDGs your project is contributing towards

Insert text

2. **Local sustainability challenge**
What is the local sustainability challenge your project(s) address(-es)?

Insert text

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3. **Ideas and solutions**
What are the ideas and solutions your co-creation team developed?

Insert text

4. **Products**
What does your co-creation team do/create/build?

(Presentations, performances, Products and/or Services)

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5. **Improvement Areas**
What can be improved during the project?

Timing	
Resources	
Project idea	
Teaching	
Team management	
Other (describe)	

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Post - Project

1. **Project summary**
Include student role, issue, problem or challenge, action taken, and purpose/beneficiary

Insert text

2. **Learning outcomes**
What did the students learn?

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3. Beneficiaries

Who were the beneficiaries of the project? How many people were impacted and how?

Insert text

4. Impact

What is the impact your project created inside your school, in your community and among the members of the lab?

Insert text

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5. Timeline

How long did it take you to implement the project and what are some key milestones?

Insert text

6. Changes

What changes do you think are necessary for the second iteration of the project?

Insert text

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